

Thematically-Driven and Culturally-Rich Lessons

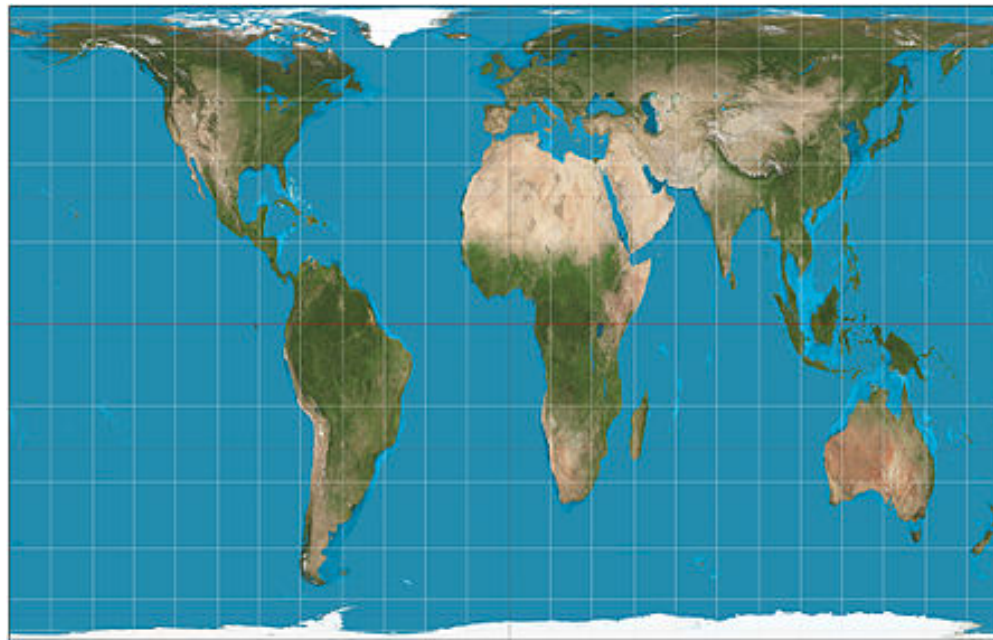
*Global
Challenges*

*Beauty and
Aesthetics*

*Contemporary
Life*

*Families and
Communities*

*Science and
Technology*



*Personal and Public
Identities*

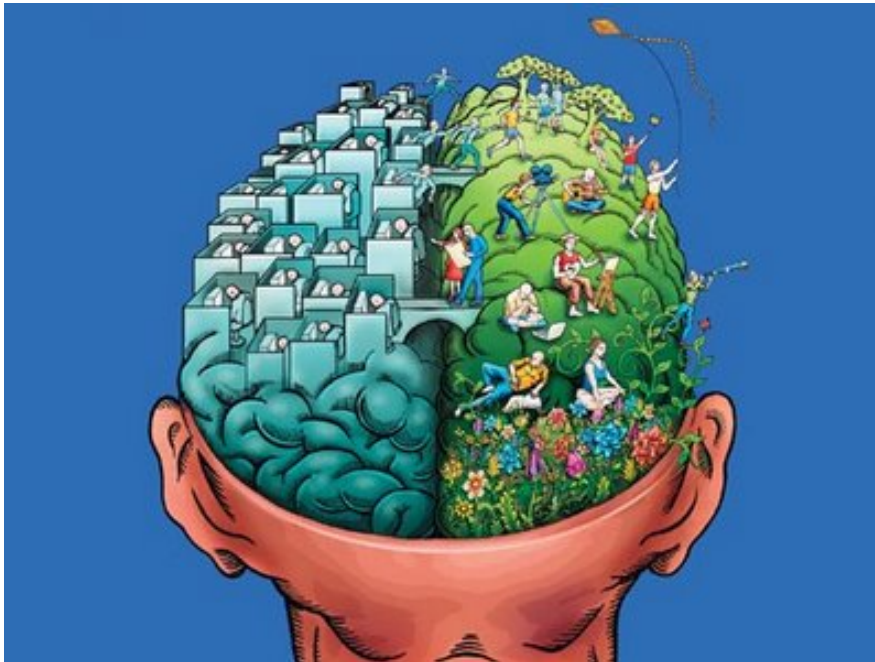
Teaching is



*what occurs
outside the
head.*

Ruby Payne

Learning is



*what occurs
inside the
head.*

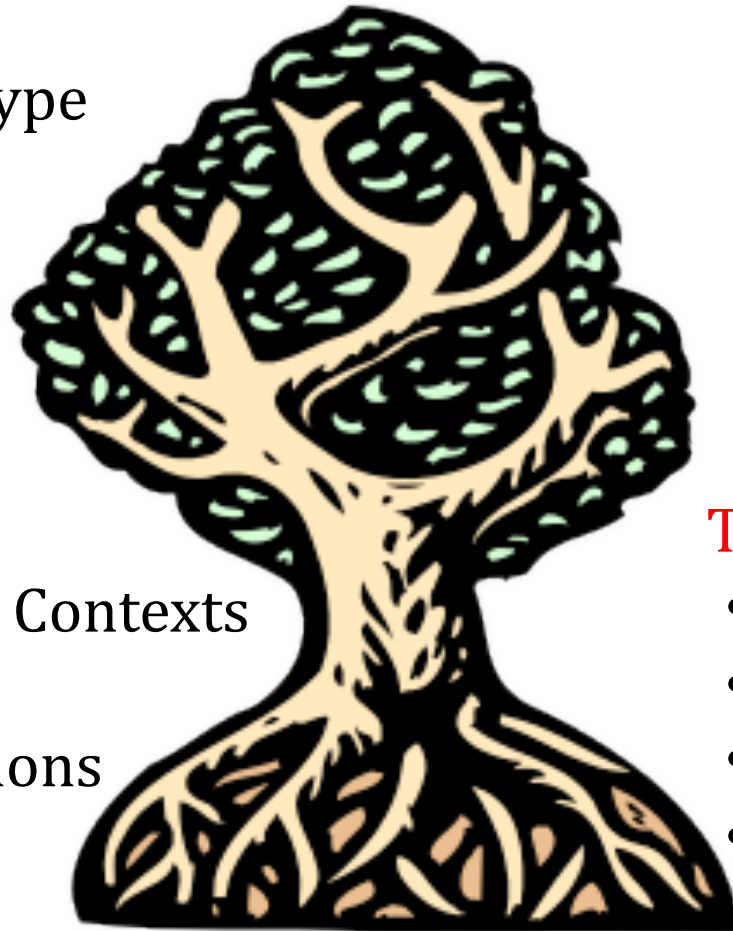
Proficiency

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

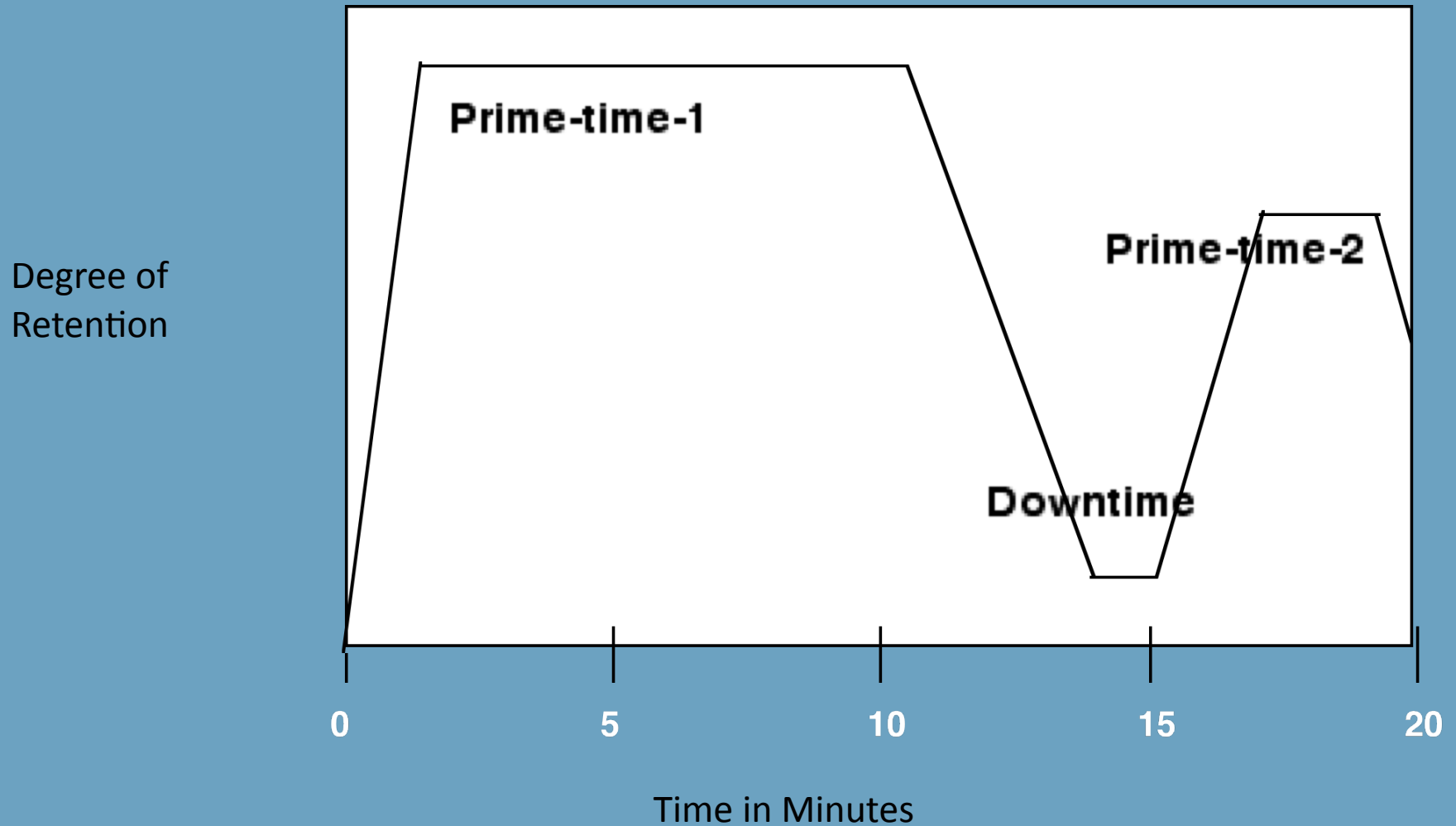
- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

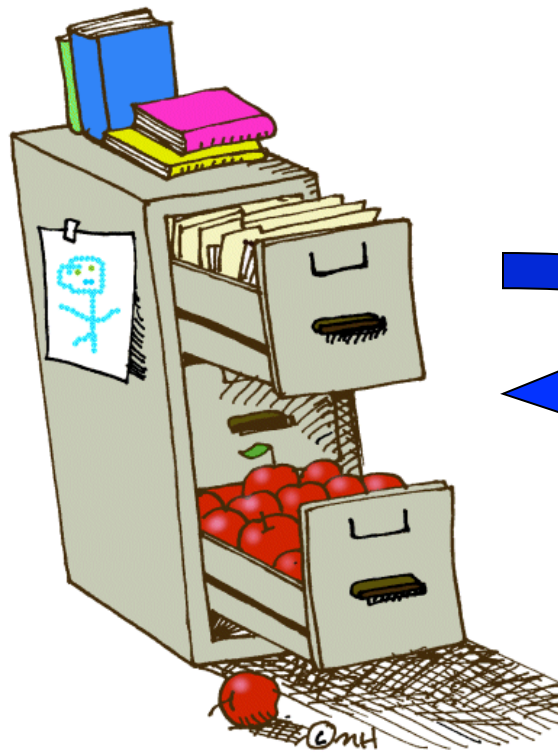
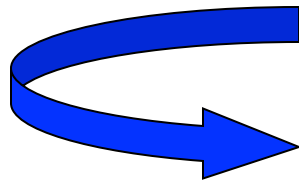
Chantal Thompson

Primacy-Recency

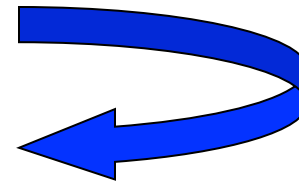


Long-term memory

Sense



Meaning



Working Memory Capacity

Working memory is limited and can deal with items for only a limited time. For focus to continue, there must be some change in the way the individual is dealing with the item.

Age	# of items*	Time Span
5 – 14	3 - 7	10 minutes
14+	5 – 9	20 minutes


*An item is an individual piece of information – the ending of a verb, a new vocabulary word, etc. Only “chunking” pieces of information allows the learner to work with multiple items.

Transitioning from the Textbook

Textbook Theme/Topic	Revised Theme/Topic	Essential Question
Food	Food and Hunger	Why does hunger exist?
Airplane / Hotel Travel	Explorations	Why does man explore?
Daily Routine/Health	A Balanced Lifestyle	What impacts quality of life?
Celebrations	Our Emotional Selves	Why do we celebrate?
House/chores	Rites of Passage	What does it mean to be responsible?
School	Right to Education	Why can't all children go to school?

Cognition and Retention

It is through the senses that we interact with, and learn about, the world around us (Walker & Chaplin 1997 p.19). In particular, some people remember better what they see rather than what they hear, and if there is *emotion* involved, the memory is enhanced even more (Swetmon 1998, p.7). If memory is enhanced, knowledge can be retained. Once cognitive processing of knowledge has taken place learning is deemed to have occurred (Morgan & Welton 1992)



What culture
is embedded
in this text?

Complex Thinking – Simple Language



No soy un abrigo.

Helena Curtain

Le blobfish, que l'on pourrait traduire par "poisson-tache", existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix.
1jour1actu te raconte son histoire.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

Global Challenges: Education

Why can't all children go to school?



L'Education change le monde

Image: <http://www.makahut-immo.com>

Authentic Text



***“Un cahier, un crayon”:
une collecte pour aider
les écoliers du Mali***

16 ORGANISATIONS
3 MOTS
↓
PRIORITÉ
à l'alphabétisation



Droit à l'école

En France, 99% des enfants qui sont entrés à l'école primaire atteignent la classe de 5ème, tous les enfants sont scolarisés. En Somalie, seulement 20 enfants sur 100 vont à l'école, au Mali : 60 enfants sur 100, au Maroc : 90 enfants sur 100...

Image: <http://www.abonneecole.net/>

Source: <http://www.copaindumonde.org/5145.0.html>

Image: <http://blog.crdp-versailles.fr/histegeorabelais/index.php/post/11/11/2009/Droit-à-l-éducation>

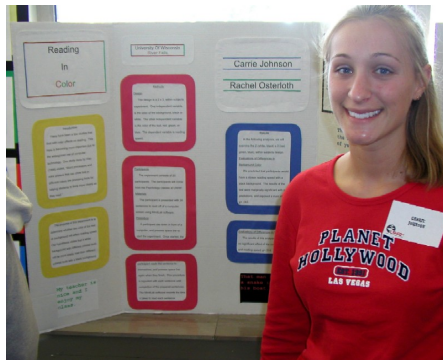
Image: <http://www.facebook.com/pages/Contre-une-Année-Blanche-en-Tunisie/191858814175258>

<http://www.vosquestionsdeparents.fr/dossier/725/un-cahier-un-crayon-une-collecte-pour-les-ecoles-du-mali>

Three Modes of Communication



Interpretive



Presentational



Interpersonal

Interpersonal Mode

Students watch a movie about a young girl in Senegal who cannot go to school. Afterwards, the students will list the reasons that she cannot go to school based on the film, and evaluate the accuracy of the film based on background information on why children cannot go to school.

Read an article giving reasons for why all children should go to school. Categorize the reasons given by completing a graphic organizer.

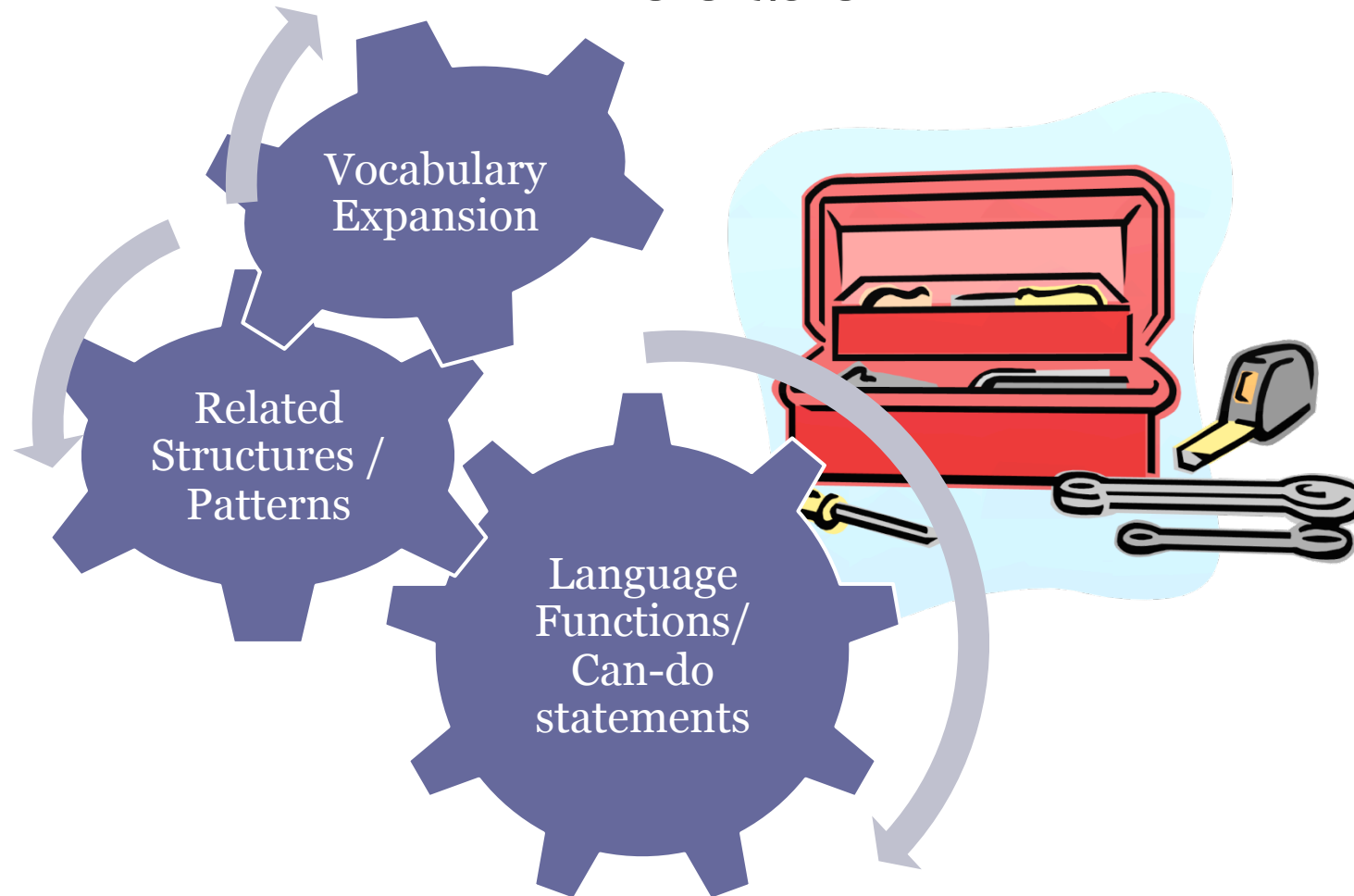
Presentational Mode

Students work in groups to design a plan for continued collaboration with a school in (x); groups share their plan with other groups in class in order to select one plan to pursue.

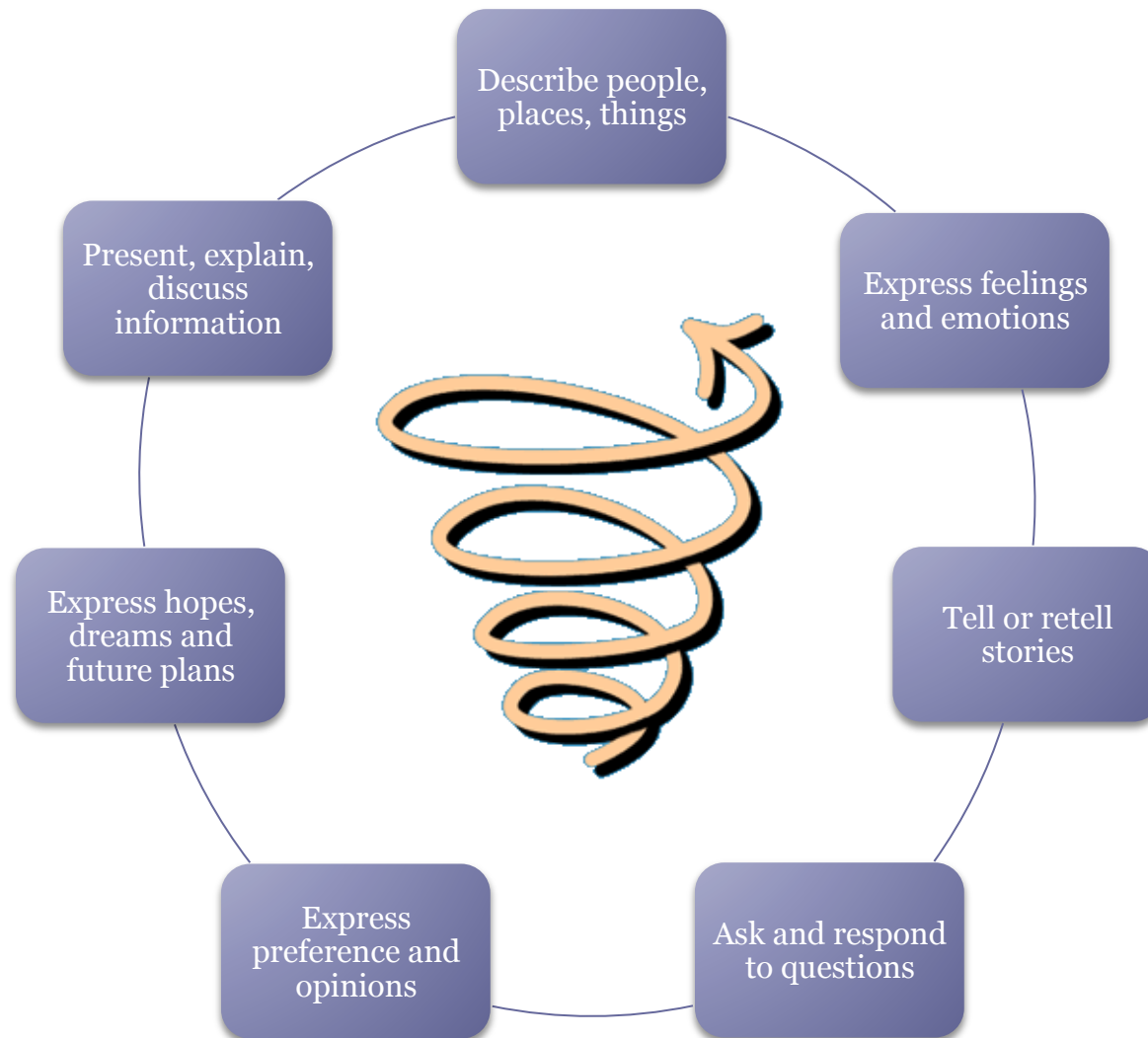
Interpersonal Mode

After the class selects a plan, students will meet in small groups to discuss that plan. They will decide how to implement the plan and how to involve other classes/schools/community in the collaboration.

Toolbox



Sample Functions



Tool Box

Language Functions	Structures/ Patterns	Vocabulary Expansion
Compare <i>various components of school systems/schedules</i>		
Express attitudes <i>toward attending school</i>		
Express opinions <i>on the importance of school</i>		
Ask and answer questions <i>to learn more about schooling in other cultures</i>		

Tool Box

Language Functions	Structures/ Patterns	Essential Vocabulary
Compare <i>various components of school systems/schedules</i>	Comparative plus de, moins de, autant de	
Express attitudes <i>toward attending school</i>	Subjunctive Il est important que, Il est nécessaire que, il est dommage que, afin que, pour que	
Express opinions <i>on the importance of school</i>		
Ask and answer questions <i>to learn more about schooling in other cultures</i>		

Tool Box

Language Functions	Structures/ Patterns	Essential Vocabulary
Compare <i>various components of school systems/schedules</i>	Comparative plus de, moins de, autant de	Les droits de l'enfant Manquer de formation
Express attitudes <i>toward attending school</i>	Subjunctive Il est important que, Il est nécessaire que, il est dommage que, afin que, pour que	Aller à l'école/ Assister aux cours Réussir/échouer L'alphabétisation
Express opinions <i>on the importance of school</i>		Obligatoire/ facultative
Ask and answer questions <i>to learn more about schooling in other cultures</i>		La guerre, la religion...

Tool Box

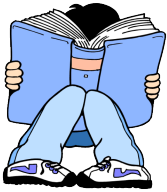
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Express opinions <i>on the importance of school</i>		Obligatoire/ facultative
Ask and answer questions <i>to learn more about schooling in other cultures</i>		La guerre, la religion... ...not merely thematic vocabulary lists



How might you use this video as part of a unit that you currently teach?

- What might you do as an **interpretive** task?
- What **interpersonal** conversation do you imagine students having with others?
- What might students do in the **presentational** mode?

Contemporary Life: A Balanced Lifestyle



Watch sound off, generate a list of possible words and phrases. Read script, circle any words, write possible title. View again. Expand list of vocabulary based on video.

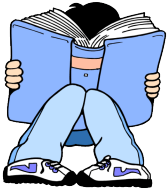


Create a padlet or use post-its to allow students to post sentences showing what they do to have some balance in their life.



Give each student an image. Use inner-outer circles. Tell students to ask and answer questions about the images they hold and talk until they find something in common. Rotate.

Contemporary Life: Our Animal Friends



Read individually. Select the 4 most important words and be prepared to say why. Complete a graphic organizer – positive and negative traits.



Generate statements encouraging adoption of pets in general.



Imagine the conversation that you might have if you called Stéphanie.

Interpretive Mode

El coquí es de Puerto Rico. Su nombre científico es *Eleutherodactylus*. *Eleutherodactylus* quiere decir el de los dedos libres, pues no tiene membranas entre sus dedos. Para mí, tiene también el alma libre, pues, le gusta andar suelto y cantar a su antojo por entre las hierbas.

Hay 16 diferentes especies; sin embargo, solamente dos producen el sonido "co-quí". Los hay terrestres y arbóreos.

Todos los coquíes tienen "almohaditas" en las puntas de los dedos de pies y manos. Los coquíes no pasan por la etapa de renacuajo y salen del huevo, siendo una copia pequeñita de sus padres.

El canto del coquí es un canto melodioso y fino. Quién lo escucha y nunca lo ha visto cree que es un delicado pajarito. Su canto es como un suave arrullo que puebla las noches de nuestra patria borincana.

<http://home.coqui.net/sendero/popupcoqui.htm>

Interpretive Mode

Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.

1. Coquís sound like parrots.
2. There are 16 varieties of coquís that sing “co-quí”.
3. Coquís sing mostly at night
4. Coquís are hatched looking like their parents.
5. Many Puerto Ricans think the song of the coquí is like a lullaby.
6. Coquís live only in trees.
7. The sound of the coquí is heard only in Puerto Rico.

Presentational

Yesterday - Today - Tomorrow

What did
you do?



What are
you going
to do?

What are you doing?

Global Challenges: Food and Hunger



Group countries by hunger issues.

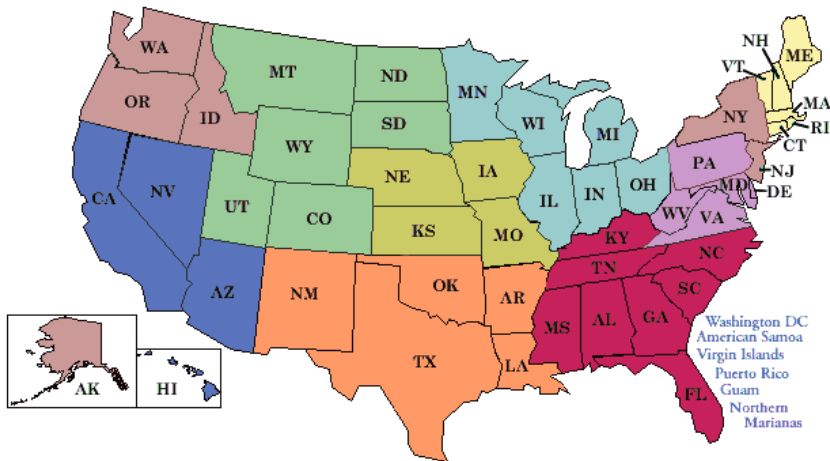


Assume an alter-identity. State where you live, what you eat and how hungry you are.



Adopt a country for a Model UN event. Meet and greet. Comment on where you live. Ask and answers questions about hunger.

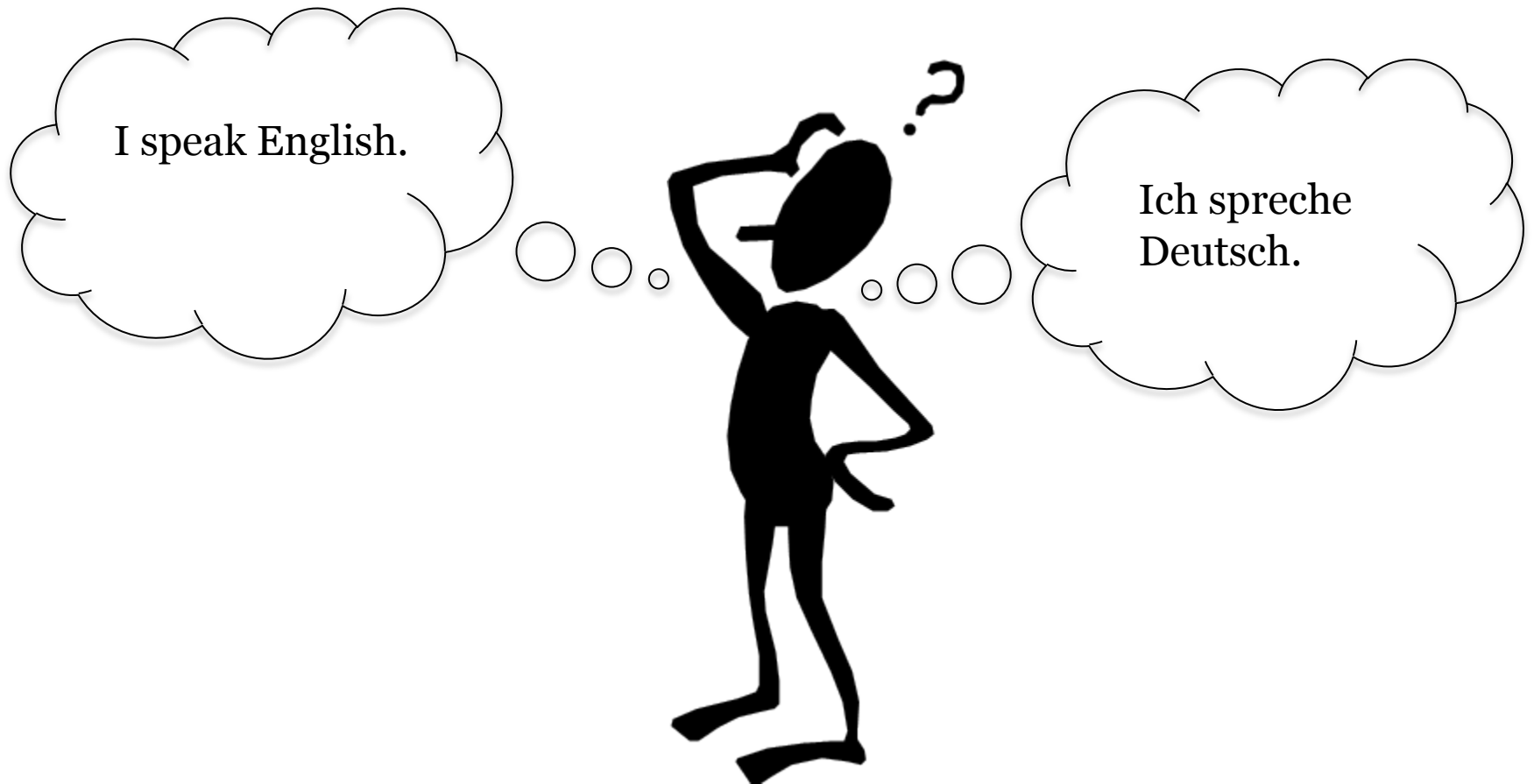
Personal and Public Identities: Heritage



Ich habe zwei Heimatländer



Ich habe zwei ????



Ich habe zwei Sprachen

Ich spreche
Deutsch.



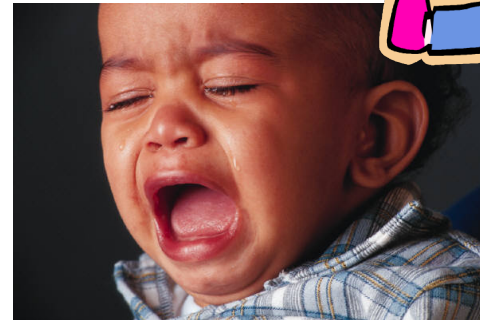
Die eine spreche ich zu Hause
Sie verstehen mich so besser
meine Frau und mein Sohn



Die andere spreche ich auf der Arbeit
beim Einkaufen im Auslaenderamt



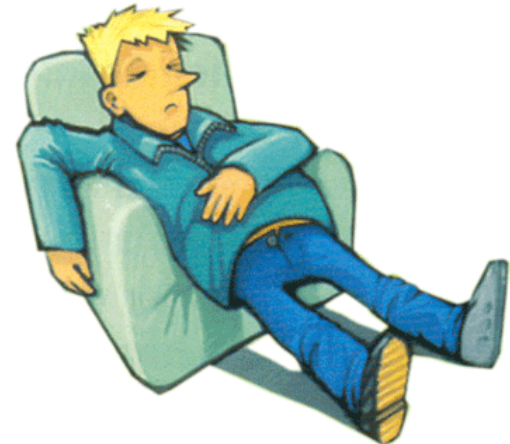
Ich habe zwei Gesichter



das eine benutze ich fuer die Deutschen
Dieses Gesicht kann alles
lachen und weinen



Das andere halte ich
für meine Landsleute bereit



Ich habe zwei Heimatländer
eins in dem ich geboren wurde
das andere in dem ich satt werde



Das Land meiner Vaeter liebe ich mehr
Aber erdulden muss ich die Schmerzen beider



oder



1. _____die eine spreche ich zu Hause
2. _____Die andere spreche ich auf der Arbeit
3. _____Sie verstehen mich so besser
4. _____Dieses Gesicht kann alles
5. _____eins in dem ich geboren wurde
6. _____das andere in dem ich satt werde
7. _____Das Land meiner Vaeter liebe ich mehr



I have two home countries

I have two languages
the one I speak at home
You understand me better
my wife and my son
The others I talk on the work
while shopping in the foreign registration

I have two faces
the one I use for the Germans
This face can be anything
Laughter and Tears
The other I think
ready for my countrymen

I have two home countries
one in which I was born
the other in which I am tired
The land of my fathers I love more
But I have to endure the pain of both

Two Voice Poems

An example poem for two voices
written by NNWP consultant Campbell Pontius

Voice #1:

I am a polar bear
I eat fish
I must swim for my food
But I can't swim forever
When I get tired
I depend upon

Ice caps.

Voice #2:

I am an SUV
I guzzle petroleum
People pump mine
I burn gas pretty fast
When I pollute
I begin to destroy

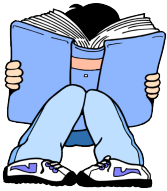
[http://www.writingfix.com/PDFs/Comparison_Contrast/
Poem_Two_Voices.pdf](http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf)



El Chocolate

Desde el principio se consideraba el chocolate un regalo de los dioses. Los aztecas tenían un mito acerca de su origen divino. Según la leyenda, un dios vino a la tierra y trajo una planta de cacao robada del paraíso. Les enseñó a los indios a hacer el chocolate de las semillas. Los indios las tostaron y las molieron para hacer una bebida sabrosa. Los otros dioses castigaron al dios ladrón por lo que hizo: les reveló el secreto suyo.

??????: Chocolate



Each student has a page of images. Teacher tells the story, acting out and emphasizing details. Students identify order of images.



Students write a thank you letter to the robber god, thanking them for chocolate.



Students talk about chocolate / hot chocolate, when they drink it, what the weather is like, if they like it or not, if it's healthy for them.

Nombre de continents



Combien y a-t-il de continents? Les scientifiques ne sont pas tous d'accord sur le nombre de continents actuels. Certains parlent de six ou sept continents, d'autres préfèrent en évoquer quatre ou cinq. En réalité, personne n'a véritablement tort ou raison.





Laura Terrill
World Language / ELL Consultant
Email: lterrill@gmail.com
Wiki: lauraterrill.wikispaces.com